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REDDICK JUNIOR COLLEGE

1934 -- 1935

OPERATED IN CONNECTION WITH

REDDICK COMMUNITY HIGH SCHOOL

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Organization and Plans - Second Semester

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UNIVERSITY OF ILLINOIS

REDDICK JUNIOR COLLEGE

History and Organization

Reddick Junior College was organized in connection with the Reddick Community High School in January, 1934. Actual work was begun under a commission issued by the Civil Works Education Service on January 30th. At that time the secretary was instructed by Mr. Towns, Principal of the High School, to assemble the faculty members who had been chosen for work in the College. The project was known as Number 1125 and the work done during the first semester is recorded under that designation.

Actual teaching and the assembly of classes began on Monday, February 5, 1934. At that time two teachers were in charge. A few days later attendance justified the employment of two more teachers and this group carried out the program for the first semester of school.

The plan pursued has been to give full time recitations in college subjects with all work carefully arranged on a college level. In cooperation with the University of Illinois the courses offered there have been given by the teachers in the Junior College. Examinations have been furnished by the University and have served as a basis for all credits issued. By this plan the Junior College has merited the recognition that has been given it by schools of higher education in the state.

The work of the regular first and second year in college has been offered in each period of instruction. Students who have taken college work elsewhere have found it possible to select work in the Junior College that will promote their standing when they reenter schools where they have previously studied.

Every effort has been made by the management to promote high standards, both in the selection of a faculty and in the type of work offered, and to give the students the same opportunities that are available in schools representing the best that education offers in Illinois.

The second semester of the school year 1934-1935 begins on March 18 and will continue for 18 weeks.

Purposes

In its purposes Reddick Junior College considers the needs of two groups of young people. (1) Its courses are arranged to meet the requirements of those students desiring university credit and entrance to the universities of the

Purposes

state with advanced standing. With this in mind courses have been modeled upon those of the University of Illinois and text-books used at the University of Illinois are used in all classes. (2) The curriculum, however, has not been organized simply for those who expect to go on to university. Courses have been correlated with the idea of furnishing a well rounded, general training for two years beyond that given by the high school. In doing this, Reddick is merely putting into actual practice the suggestions of some of the foremost educational leaders in the United States, as for example, President Hutchins of the University of Chicago. Reddick believes it is one of the first to make a start towards a future time when every American community is certain to demand of its citizens a liberation from partial and uncorrelated learning, a broader and sounder foundation for judgment and action, a deeper sense of responsibility, not merely to self, but to the community, to the nation, and even to the world. To this end History is taught in its relations and applications to our present day social problems. Literature offers the serious achievements of the past as well as a substantial introduction to much of the most stimulating thought of our own day. Poetry in its more serious phases is dealt with - as it relates to our cultural existence; prose as it relates to the fundamental institutions of our civilization: government, economics, religion, education. The modern languages make it possible for the student to learn something of the cultures and to read the literatures of peoples with whom modern transportation and world interdependence is bound to bring him more and more into close relationship. Mathematics with its exacting demands upon the student, its many practical applications; the practical applications of Agriculture as well as those phases of Agriculture which deal with such matters as quality production, country beautification and landscaping, all make for a fuller individual and a fuller community life.

Briefly, Reddick's aims are high. Its every effort is bent on affording to young people of the community an opportunity for a broadened culture; not merely the accumulation of facts, but the correlation of facts in living; an opportunity for self-improvement, and a glimpse of that individual responsibility in community life which constitute the meaning of a real education.

Credits

With the beginning of the second semester, 1935, Reddick becomes a full two-year college with a Freshman and Sophmore class. On the basis of this we hope to secure recognition as a standard junior college from the University of Illinois. At present our credits are accepted at full value upon examination by all colleges and Universities in the state of Illinois. By the end of this semester we hope to have our

credits accepted at full value on the basis of our own examinations. In the past we have had no difficulty in obtaining full credit for students transferring to other colleges.

Faculty

Mrs. Ethel R. Chase A.B. M.A. Dean of the College History, Sociology. University of Illinois; University of Kansas; teacher and Educational Supervision, University of Kansas, University High School, Urbana, Illinois.

Miss Mabel M. Goff A.B. M.A. French, German, English. Knox College; Columbia University; University of Illinois; teacher, Decorah Junior College for Girls, Decorah, Iowa.

Paul Devore A.B. M.A. Mathematics. Knox College; University of Illinois; teacher, Kincaid, Illinois, High School.

F.J.H.Kaler A.B. M.A. English, German. West. Ill. St. Teachers' College; University of Illinois; University of Maryland; teacher, University of Maryland.

O.E. Swanson B.S. in Agr. Agriculture Antioch College; University of Illinois.

Edward Dixon Comercial Normal University, Normal, Illinois; Gem City Business College; Quincy, Illinois.

Organized Curriculum

With needs of all classes of students in view, the faculty makes the following recommendations for three semesters of college work:

First Semester Students

Recommended Courses:

Rhetoric I	5	hours
Language I French or German	5	"
College Algebra	3	"
Am. History	3	"

First Semester Students

Electives:

Animal Hus. I	3	hours	
Ag. Economics	3	"	
Ec. History	3	"	
Sociology	3	"	
Psychology	3	"	
Trigonometry	2	"	
Typing	5	"	To Total 18 to 20 hours

Second Semester Students

Recommended courses:

Rhetoric II	5	hours	
Language II	5	"	
Trigonometry	2	"	
or			
Anal. Geometry	4	"	
Am. History II	3	"	

Electives:

Animal Hus. II	3	"	
Landscaping	2	"	
Horticulture I	3	"	
Ec. History	3	"	
Sociology	3	"	
Shorthand	5	"	
Typing	5	"	To Total 18 to 20 Hours

Third Semester Students

Recommended Courses:

Literature I	5	hours	
Contemp. History and Writers	5	"	
Language	5	"	
Anal. Geom. or Calculus	4 5	"	

Electives:

Social History	2	"	
Modern Drama	2	"	
Agricultural Economics	3	hours	
General Engineering Drawing	5	hours	

Courses to total 20 to 23 hours.

NEW HOPE

No: We are not dead. We may have thought this was the conception of our superiors when we graduated from high school, but we see now that this was only an illusion. However, the illusion was not without justification. During the painful convalescence of our contemrary world, most of us had little or no opportunity to obtain the essentials of a higher education. At the end of our high school days, we had a feeling very much different from the one of self importance and conceit with wich we entered as a freshman. We felt as if we were about to plunge into a strange new world of complicated and savage environment. Many of us knew not where to turn; the colleges and universities seemed to want us but not without money. Most high school students lack a sufficiency of this American "Criterion" (money), and so we, like most graduates, prepared for nothing; for there was no place to prepare. We worried plenty in our young way;we knew the fate awaiting young men and women who were not prepared. We do not look upon our leaders with disdain; we know they have problems of their own, problems wich many of them would be better able to master if they had been given better chances when young.

Yet--here we are not dead--far from that, and thanks to Reddick Junior College, we no longer feel lost and forsaken. As students of the Junior College we hope to see our institution grow. We know we have elders to whom we owe unlimited words of thanks. May they receive their compensation in the enjoyment they receive in seeing us grow into more efficient and more sensible young men and women.

Edward Bossert

Description Of Courses

Where courses described are not on the Schedule, hours may be arranged to suit the student:

AGRICULTURE

Animal Husbandry I 4 hours
Breeds of live stock and elementary livestock judging.

Animal Husbandry II (21) 4 hours
Principles of feeding, with particular reference to the corn belt.

Agricultural Economics I 3 hours
Farm management, finances, prices, marketings; land uses and social relationship.

Agricultural Economics II (20) 3 hours
Sophomore course. Types of farming; organization, operation. (Field trips)

Agronomy I (25) Field Crops 3 hours
Sophomore course. Production and harvesting; diseases, insects, weed control; market grades of grain, grain judging.

Etomology I (31) 1 hour Essentials of Beekeeping
Structure of the honey bee; behavior as a basis for seasonal management. Field work.

Horticulture I 3 hours
Principles of fruit growing, vegetable growing, and ornamental planting.

Landscape Architecture I (62) 2 hours
Rural improvement and landscape architecture in the open country.

ENGLISH

Rhetoric and Composition I 5 hours
Essentials of composition; simple expository writing; themes.

Rhetoric and Composition II 5 hours
Continuation of I; Essays and themes; descriptive, argumentative and narrative writing.

ENGLISH

Contemporary writers 2 hours
Given in conjunction with History III (Contemporary History) making a five hour course; American and European writers since 1900. Emphasis will be upon thought literature (prose and poetry) bearing upon our modern social life, political, economic, religions, educational. First 12 weeks 1914 to 1935; last weeks 1900 to 1914

Introduction to Literature I 5 hours
Sophomore course; Beginnings of literature; the processes of thought; elementary logic; thought literature of the past and present.

Modern Drama 2 hours
Beginnings of the Modern drama; the modern stage; readings from Ibsen, ONeill, Yeats, O'casey, Green, Irvine, others.

Dramatics 2 hours
Dramatic expression; interpretation; body and vocal control; practice reading; elementary staging.

Mythology 3 hours
Myths of the world; their use in literature and the other arts.

FRENCH

French I 5 hours
Grammar, pronunciation, easy reading, conversation.

French II 5 hours
Continuation of French I with practice in composition and reading.

GERMAN

German I 5 hours
Grammar and easy reading for beginners.

German II 5 hours
Continuation of German I. Reading of Immensee, L'Arrabiatta; sight reading

German III 5 hours
Modern narrative prose; composition; sight reading; introduction to German literary and cultural history.

HISTORY

History I (3A) 3 hours
Colonial America; the movement for independence; Early years of the republic.

History II (3B) 3 hours
National life and organization from 1820 to 1900

History III 3 hours
Contemporary History of the United States. Given in conjunction with contemporary writers making a 5 hour course. America since 1900; America's place among the nations; international relationships; the world war, the post-war period; booms, depressions; "new deals". First 12 weeks 1914 to 1935; last 6 weeks 1900 to 1914

History IV 3 hours
Economic History of the United States; Exploration and settlement; colonization; birth of Industry; agriculture; commerce; transportation; labor and labor problems.

History V 3 hours
European History from Renaissance to 1815 --1st Semester. 1815--to present for Second Semester.

MATHEMATICS

College Algebra 3 hours

Plane Trigonometry 2 hours

Analytical Geometry I 4 hours

Analytical Geometry II 4 hours

Calculus 5 hours

PSYCHOLOGY

Psychology I 3 hours

General Engineering Drawin 3 hours

Elements of First Aid 1 hour

COMMERCIAL FOR ELIGIBLES

Typing
Shorthand
Principles of Accounting

Reddick Junior College

(5) MTWTF
(3) MWF Schedule of Classes for the Semester Beginning
(2) TT
(1) Hour to be arranged Monday, March 18, 1935

Hour	Miss Goff	Mrs. Chase	Mr. Kaler	Mr. Swanson	Mr. Dixon	Mr. DeVore
12:45 V	Rhetoric II (5)	Contemp. History (3)	Contemp. Writers (2)	G.E. Draw. (3)	Typing (5) for eligibles 1st pd. in morning	Advertising (3) Analytic Geom. (2)
1:35 VI	Rhetoric I (5)	Mod. Hist. (3) TT Ec. Hist. (3)	Introduction to Literature (5)	Hort. (3) Trig. (2)	Typing (5) for eligibles 2nd pd. in morning	Math. IV (3)
2:25 VII	German II (5)	Am. Hist. I (3)	German III (5)	An. Hus. (5)	Open for optional courses	Col. Alg. (3) Analytic Geom. (2)
3:15 VIII	French II (5)	Am. Hist. II (3)	German I (5) (?) Dramatics (2)	An. Hus. (5)	Shorthand for eligibles (5) 4:00-5:00 P.M.	Calculus (5)
			EVENING			
6:00 I	Open for optional courses	Contemp. History (3) Ec. Hist. (3) TT	Contemp. Writers (2)	Landscape Arch. (2) G.E. Draw. (3)	Shorthand (5) for eligibles	Advertising (3)
7:00 II	Open for optional courses	Open for optional courses	Modern Drama (2)	Essen. of Beekeep. (1) Elem. of 1st Aid	Typing (5) for eligibles	Math. IV (3)
8:00 III	Rhetoric II (5)	Social History (2)	Mythology (3)	Agri. Engineering I (2)	Open for optional courses	Open for optional courses
9:00 IV	Open for optional courses	Open for optional courses	Open for optional courses	Open for optional courses	Open for optional courses	Open for optional courses

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